



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

3835 W. Thomas Road, Phoenix, AZ 85019

West Phoenix Public Charter High School

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

High School Achievement Profile ^(a)

2004-05	Performing
2003-04	Performing
2002-03	Alternative School

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mr. Robert L. Trujillo
 Schedule : 07:00 AM to 09:30 PM
 Grades : 9-12
 2005 Enrollment : 850
 Web Address : WPHS-AZ.WPHSINFO.LeonaGroup.com
 Phone Number : (602) 269-1110
 Fax Number : (602) 269-1112
 E-mail : robert.trujillo@leonagroup.com

Mission

Our mission is to allow for the academic, social, and personal success of all students. Students are provided with a safe, nurturing educational environment in which there is ample opportunity and challenge to achieve to the highest degree.

No Child Left Behind

Adequate Yearly Progress ^(b)

2004-05	Not Met
2003-04	Met
2002-03	Met

School Improvement Status ^(b)

2004-05	Warning Year
2003-04	N/A
2002-03	N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Measurable increase of completion by 2% of students initially entering each course to those students completing the course and receiving academic credit.
- ü The students will demonstrate levels of skill, proficiency and mastery in the completion of each course of study. Academic failure due to non- completion of academic activities will decrease 2%.

Enrollment

October 1, 2004 School Year Student Enrollment : 796
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 779

Instructional Programs

- ü Mathematics (General to Trigonometry)
- ü English(1-8)/Sheltered English Immersion
- ü Sciences
- ü Social Studies
- ü Health
- ü Psychology, Sociology
- ü Wellness
- ü Art

Calendar Information

Number of Instruction Days :	144
Average Daily Instruction Time :	5 hours 30 minutes
First Day of School :	8/8/2005
Last Day of School :	5/23/2006

Shared Responsibilities

School

Teachers and staff are responsible to treat all students with the respect they would provide their own children. Students are provided the opportunity to learn in a safe and secure environment without fear of being ridiculed or threatened.

Parents

Parents are requested to make education the first priority of their children's lives and to support school policies. It is necessary for the parents to make a sincere effort to ensure students attend school daily, are dressed appropriately and abide by school rules.

Transportation Policy

Free bus tokens or bus cards are provided to every student. The student population at West Phoenix High School includes students from throughout Maricopa County.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü Accreditation from the North Central Association (NCA)	2001
ü Rising Star Award City of Phoenix/Maricopa County	2001

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 ³

10th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	146	146	69846	97	98	100	650	650	699	79	79	21	10	10	11	11	11	49	0	0	18
All Students (Prior Year)	143	143	65934	93	93	100	457	457	492	87	87	43	10	10	18	2	2	24	1	1	15
Female	75	75	34328	97	97	99	654	654	702	72	72	19	13	13	12	15	15	51	0	0	18
Male	71	71	35509	96	99	100	645	645	696	88	88	23	6	6	11	6	6	48	0	0	18
African American	NC	NC	3535	NC	NC	100	NC	NC	677	NC	NC	31	NC	NC	15	NC	NC	46	NC	NC	8
Hispanic	129	129	23363	96	98	100	648	648	680	81	81	32	8	8	16	11	11	45	0	0	7
Asian/Pacific Islander	--	--	1742	--	--	99	--	--	733	--	--	8	--	--	7	--	--	46	--	--	38
American Indian/Alaskan Native	--	--	4785	--	--	100	--	--	671	--	--	39	--	--	17	--	--	39	--	--	5
White	NC	NC	36421	NC	NC	99	NC	NC	714	NC	NC	12	NC	NC	8	NC	NC	54	NC	NC	26
Students with Disabilities	12	12	7690	100	100	100	639	639	593	89	89	64	11	11	14	0	0	21	0	0	2
Students without Disabilities	134	134	62220	96	97	99	651	651	712	78	78	16	10	10	11	13	13	53	0	0	20
Limited English Proficient Students	29	29	5834	100	100	100	641	641	612	95	95	46	5	5	20	0	0	31	0	0	3
Migrant Students	--	--	117	--	--	NA	--	--	677	--	--	44	--	--	18	--	--	35	--	--	3
Economically Disadvantaged	100	100	21421	82	83	92	651	651	686	80	80	35	9	9	15	11	11	43	0	0	7
Non-Economically Disadvantaged	46	46	48489	100	100	100	648	648	704	77	77	15	12	12	10	12	12	52	0	0	23

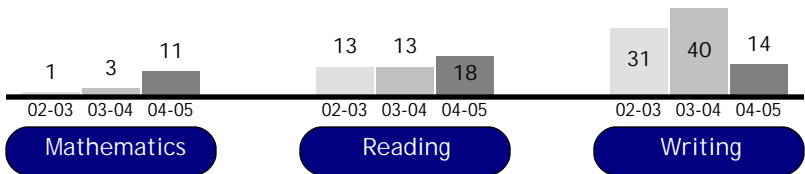
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	164	164	71311	100	100	100	640	640	694	39	39	7	43	43	21	18	18	63	0	0	9
All Students (Prior Year)	136	136	68162	99	99	100	465	465	509	54	54	18	34	34	24	13	13	51	0	0	8
Female	89	89	34899	100	100	100	644	644	700	37	37	5	41	41	19	22	22	66	0	0	10
Male	75	75	36430	97	100	100	634	634	688	42	42	9	45	45	22	12	12	61	0	0	8
African American	13	13	3573	93	100	100	668	668	676	0	0	9	60	60	26	40	40	60	0	0	4
Hispanic	138	138	24056	99	100	100	636	636	672	45	45	13	41	41	31	14	14	53	0	0	3
Asian/Pacific Islander	--	--	1731	--	--	98	--	--	717	--	--	3	--	--	13	--	--	68	--	--	16
American Indian/Alaskan Native	--	--	5110	--	--	100	--	--	661	--	--	14	--	--	38	--	--	46	--	--	2
White	12	12	36841	100	100	99	668	668	713	0	0	3	50	50	12	50	50	72	0	0	13
Students with Disabilities	11	11	8021	100	100	100	638	638	590	44	44	27	33	33	42	22	22	29	0	0	1
Students without Disabilities	154	154	63379	99	100	100	640	640	707	38	38	5	44	44	18	18	18	68	0	0	10
Limited English Proficient Students	35	35	6402	100	100	100	611	611	596	91	91	25	9	9	44	0	0	30	0	0	1
Migrant Students	--	--	548	--	--	NA	--	--	659	--	--	26	--	--	36	--	--	38	--	--	0
Economically Disadvantaged	109	109	22243	84	86	93	647	647	677	32	32	14	44	44	32	25	25	51	0	0	3
Non-Economically Disadvantaged	56	56	49157	100	100	100	625	625	702	56	56	4	40	40	16	4	4	69	0	0	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	157	157	70868	96	98	100	635	635	688	22	22	5	64	64	23	14	14	63	0	0	9
All Students (Prior Year)	134	134	67629	98	98	100	475	475	524	40	40	22	19	19	16	40	40	59	0	0	3
Female	83	83	34710	95	97	99	643	643	697	19	19	3	60	60	19	21	21	66	0	0	12
Male	74	74	36176	96	99	100	624	624	678	26	26	7	71	71	27	3	3	59	0	0	7
African American	12	12	3557	86	92	99	651	651	675	0	0	7	80	80	25	20	20	62	0	0	6
Hispanic	132	132	23868	95	96	100	632	632	670	25	25	9	63	63	33	12	12	55	0	0	4
Asian/Pacific Islander	--	--	1732	--	--	98	--	--	713	--	--	2	--	--	12	--	--	64	--	--	22
American Indian/Alaskan Native	--	--	5001	--	--	100	--	--	661	--	--	9	--	--	41	--	--	48	--	--	2
White	12	12	36710	100	100	99	659	659	702	0	0	2	67	67	15	33	33	69	0	0	13
Students with Disabilities	NC	NC	7900	NC	NC	100	NC	NC	580	NC	NC	22	NC	NC	49	NC	NC	28	NC	NC	1
Students without Disabilities	148	148	63054	95	97	99	636	636	701	23	23	3	63	63	20	14	14	67	0	0	10
Limited English Proficient Students	32	32	6308	100	100	100	591	591	591	62	62	19	38	38	47	0	0	33	0	0	1
Migrant Students	--	--	540	--	--	NA	--	--	658	--	--	16	--	--	42	--	--	41	--	--	1
Economically Disadvantaged	109	109	21994	84	86	92	637	637	673	20	20	10	64	64	36	16	16	52	0	0	3
Non-Economically Disadvantaged	48	48	48960	100	100	100	631	631	694	27	27	3	64	64	18	9	9	67	0	0	12

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

10th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	N
	Met Attendance Rate?	Not Evaluated
	Met Graduation Rate?	N
	Made AYP?	No

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	--	--	15	41	88	9	NA	42	89	23	23	51
	Language	--	--	8	42	92	8	8	42	89	22	22	50
	Mathematics	--	--	26	60	93	26	26	63	88	20	20	50

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

West Phoenix High School

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 2 Teacher(s)
- 1 Parent(s)
- 1 Community Member(s)
- 1 Student(s)

Council Duties

- ü Curriculum
- ü School Safety
- ü Discipline
- ü Textbook Selection
- ü AIMS Intervention

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	5.00	Teacher	29.00
Other Professional Staff	.00	Teacher Aide	2.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	10	3	0	0
4 to 6 years	5	1	0	0
7 to 9 years	4	1	0	0
10 or more years	2	3	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	158
Teachers with Emergency Certificaton.	10
Percent of teachers in the school with Emergency/Provisional Certification	34%
Percent of core classes not taught by Highly Qualified Teachers	8%

Resources Available at School Site

Special Facilities

- ü Computer Lab
- ü Art and Drama Classes
- ü Wellness Center
- ü Student Services

Extracurricular Activities

- ü Student Government
- ü Student Newspaper
- ü Student Yearbook Committee

Social Services

- ü Full-time On-site Social Services Worker
- ü DES Services
- ü Crisis Intervention
- ü Job Placement Services

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Achieved 95% parental support of the school's program.
- ü Full time Social Services Provider increased student part-time job placement by 25%.
- ü Student voluntary participation in our Wellness Program increased by 50%.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	94	95	94	95
Transfers Out Rates ⁵	59	12	12	17
Transfers In Rate ⁶	176	28	28	37
Stability Rate ⁷	40	87	87	82
Promotion Rate ⁸	38	96	95	81
Retention Rate ⁹	11	1	1	3
Dropout Rate ¹⁰	43	0	1	6
Status Unknown ¹¹	38	0	1	4
Graduation Rate ¹²	23	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

West Phoenix High School maintains a clean, safe learning environment on a closed campus. During enrollment, the Student Code of Conduct is signed by both parent and student. A zero-tolerance policy towards drugs/weapons/gang activity is in effect. Full time police officers are employed by the school to ensure the safety of students and staff. All staff are required to assist in maintaining school safety.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Tracy Nguyen	(602) 269-1110
Transportation Policy	Frederick D. Johnson II	(602) 269-1110
Community Resources	Monika Nathan	(602) 269-1110
School Nutrition Programs		
Parent Organization	Robert L. Trujillo	(602) 269-1110
Student Health/Nurse		

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2005

Total cost of printing: 12 Pages X .0318 Per page X 0 Copies = \$0.00

** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.